

Craving *a* Career

ISSUED BY

Garbutt Business College, Ltd.

"The School With an International Reputation"

TRADERS BUILDING

CALGARY

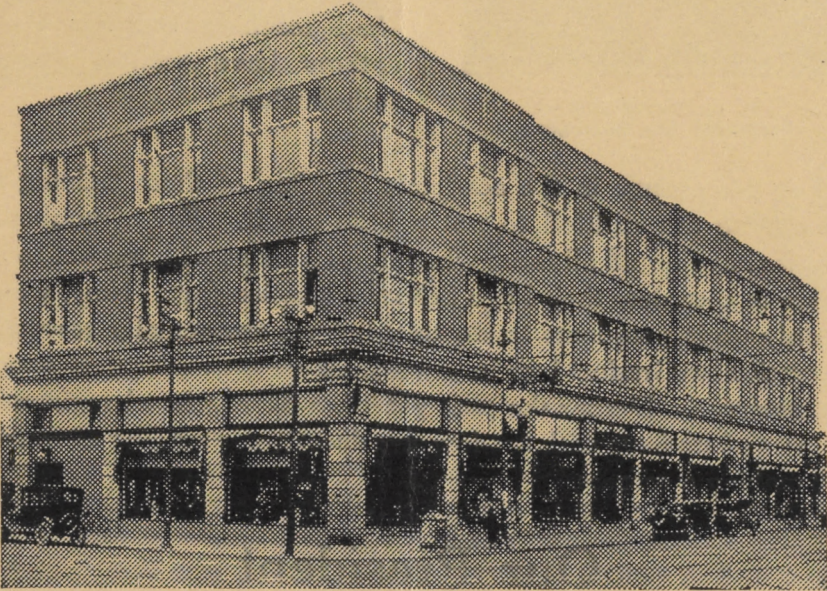
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ALBERTA

Craving a Career

CRAVING a career is the first step one must take to carve out for himself a life of notable achievement. Without some definite goal young people cannot intelligently make their investment in training. If young people are to be a success in life it is because excellent training has followed craving and planning.

Ability to succeed can grow no faster than **acquired knowledge** of the things that bring **Success**. A small army of successful people trained in the **GARBUTT BUSINESS COLLEGE** during the past thirty years attests to the worthwhileness of a Garbutt training by carving careers for themselves that have brought definite and satisfying results in a life of well-paid usefulness.



HOME OF THE GARBUTT BUSINESS COLLEGE
Traders' Building Twelfth Avenue and First Street West

Our Premises

We are proud of our roomy, comfortable premises. There is no crowding. We occupy most of the third floor of the Traders Building—approximately 9,000 square feet of floor space. Our rooms are splendidly lighted. There is abundant air as the ceilings are $16\frac{1}{2}$ feet from the floor. Elevator service is also furnished. We have also installed a humidifier to make conditions more ideal for our students. These are the best Business College premises in Canada, west of Winnipeg.



F. G. GARBUTT
President and Manager

Entrance Requirements

Thirty years ago when Mr. Garbutt came to Calgary a large percentage of Business College students were made up of Public School graduates and High School failures. Today approximately seventy per cent of Garbutt College students have Grade 12, Normal School or University standing. Some have had teaching experience and others have won University scholarships.

For this change in the academic standing of those training for business we are entitled to not a little credit. For a number of years we have urged all those who interviewed us with respect to our courses to complete their High School education first. Now, we are not only urging students to do this, but we are actually restricting registration to Grade 11 or its equivalent except under very special circumstances. During the past years we have refused registration to scores of students with too low an educational standing to warrant their making a success.

Our President

Our President and Managing Director established the Garbutt Business College in Calgary in September, 1907. Previous to that time he had had experience in Public and High School teaching, and had been associated as teacher and shareholder with the Shaw Schools of Toronto.

During the thirty years he has been in Calgary he has given many thousands of students their start in the business world, many of whom are today occupying important positions of trust and responsibility.

For many years he has been a member of the Board of Trade, the Rotary Club and many other organizations in the city. These intimate contacts with the business executives of Calgary have been of immense advantage in helping to place the graduates of the College.



MISS E. F. GARBUTT, B.Com.
Secretary

Our Secretary

Miss E. F. Garbutt, who joined our staff at the beginning of the year as Secretary, is a graduate in Commerce of the University of Alberta. During her course at the University she won a scholarship and prize in Accountancy, and during the last year of her course was Assistant Instructor in Accountancy. Since her graduation she has had experience as a stenographer and accountant with legal and life insurance firms.

Advantages of Good Training


1. With better training the student obtains a better position. The better positions naturally go to those better fitted to do the work. Employers give the better-trained students first consideration, and the Placement Manager of a school or employment agency cannot change the situation.

Now and then there is an exception to this rule. Employers do not always choose wisely or well. Employers sometimes yield to the importunities of friends, and sometimes they do not want to pay much salary and are satisfied to take the less desirable student who says 'I am willing to work for nothing or for very little just to get experience.'

2. With better training the employee receives more rapid promotion. The well-trained student is on top of his job in a short time, and it is the natural thing for his employer to give him more responsibility and a higher type of work.

3. With better training the student is more independent. A well-trained employee is not nearly so dependent on his employer as a poorly-trained one. If not treated fairly, a well-trained employee can demand fairer treatment without being afraid of losing his position. It is not thus with the poorly trained.

4. The better-trained student is happier. What can bring greater joy to an employee than to know that he is doing good work, that his work is appreciated, and that his position is secure?



**BOOKKEEPER
WANTED**

**MUST HAVE
THOROUGH
BUSINESS TRAINING**

Does this
STOP YOU?

The Small School versus The Large School

1. Why does a small school become a large school? Is it by doing good work or poor work?
2. What is the small school trying to do—to remain small or grow big?
3. Which can employ experts in each department—the small school or the big school?
4. Which can give the most personal individual instruction—the small school where one teacher has to handle all the subjects, or the big school with its large staff of specialists?
5. Which school can afford to have a well-organized employment department to keep in constant touch with the heads of business firms—the small school or the large school?
6. When the teacher in a small school is busy instructing in some other subject how can you receive immediate help in some difficulty that has arisen in your work? In the large school he will be at your elbow.
7. When a business executive requires office help will he not call the large school with a well-organized employment department where he will have the better choice?

Clear-Seeing Students

wards. Some think only or mostly of getting a position. Their thoughts run somewhat as follows:

TRAINING

POSITION

AFTERWARDS

OTHERS who see farther and more clearly consider the relative importance of training, position, and afterwards somewhat in this relationship.

TRAINING

POSITION

AFTERWARDS

THE latter are the kind of students we seek to enroll, and for this reason we stress training rather than position in our advertising.

Our Courses

Our Courses of Study are carefully planned to meet certain business requirements. Each has its objective, and the student is earnestly advised that the very best results will be secured through carrying the courses exactly as they are outlined. They have been developed from expert knowledge of business conditions and needs. The most popular of these courses are the Clerical and Secretarial.

CLERICAL

Shorthand	Penmanship
Typewriting	Rapid Calculation
Bookkeeping	Office Training
Letter Writing	Dictating Machines
Spelling	Model Office

SECRETARIAL

Shorthand
Typewriting
Spelling
Letter Writing
Rapid Calculation
Bookkeeping
Penmanship
Commercial Law
Secretarial Studies
Dictating Machines
Office Training
Model Office

SHORTHAND

Shorthand
Typewriting
Spelling
Letter Writing
Rapid Calculation
Penmanship
Dictating Machines
Office Training
Model Office

BUSINESS

Bookkeeping
Penmanship
Typewriting
Mathematics
Spelling
Letter Writing
Office Training
Commercial Law

DICTATING

Ediphone
Dictaphone
Typewriting
Letter Writing
Spelling
Punctuation

COMPTOMETER

Comptometer
Burroughs' Calculator
Marchant
Rapid Calculation

ENGLISH

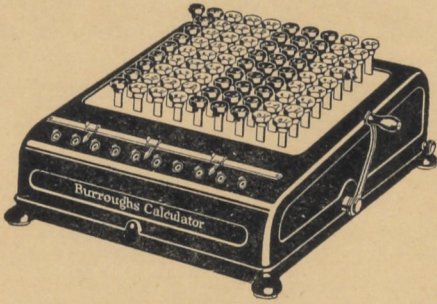
Reading
Writing
Spelling
English
Arithmetic

TEACHER TRAINING

This Course includes all the subjects in the Secretarial Course with the addition of actual practice in teaching.

The English Course as outlined above is adapted especially for foreigners or those whose circumstances forced them to leave school early.

Length of Courses



It will not take you one minute longer to complete your course in our school than your age, educational attainments and ability will permit.

We make it our duty to see that every student has the opportunity to progress just as rapidly as his ability and industry will warrant—

in other words, you will have the opportunity here to push ahead rapidly, without regard to the ability, or lack of it, on the part of the other students.

All seeds planted in the garden do not produce the same size flowers, nor at the same time. While we do not know how long it will take you to finish a course, we do know that you will have all possible assistance in completing it without the loss of a single hour—time is valuable.

Our experience shows it is advisable for you to allow yourself from eight to ten months for the completion of the Clerical Course, and from twelve to fifteen months for the Secretarial Course. It will require longer than this if the student does not work hard and do considerable homework.

Individual Instruction

This is a much abused term. Many people think it means a few students in a small school. It means that each student is taught separately.

We do not believe in it entirely. We use a system of class instruction, heavily supplemented by individual teaching. Class instruction is used because it furnishes life, competition, and the enthusiasm so necessary in school life. After a lesson has been thoroughly taught and explained in detail to a class, the teachers go from student to student helping each to overcome his difficulties until the lesson is thoroughly mastered.



It is this personal touch with each student that counts. No one is hindered in his progress by being in a class with others. Each one is urged to advance as rapidly as his ability will permit. Some people erroneously believe that better results can be obtained in a small school than in a large school. Quite the contrary. The one teacher in the small school cannot possibly give the personal attention to each student when he has all the subjects of the curriculum to teach that the expert staff of a big school can. Which would you prefer—a one teacher High School or a larger High School with five, six, or ten teachers?

Our Equipment

GESTETNER DUPLICATING MACHINE

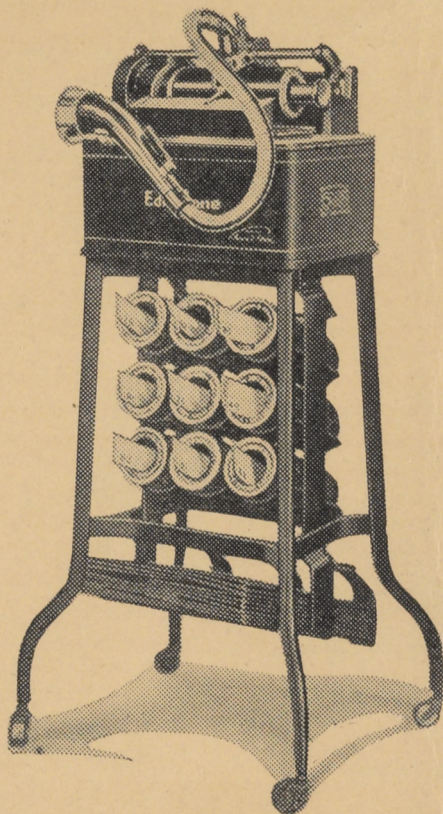
No modern machine has come into more general use than the Duplicating Machine. Our Gestetner is one of the best. Thousands of pages of type-written copy can be run off in an hour's time. Our Stenographic and Secretarial graduates are trained to cut stencils for this machine and to operate it as well. This is one of the special features of our Office Experience training.

DICTAPHONES and EDIPHONES

These modern machines are gaining favor in many offices. Consequently, we are training more operators than formerly. We use for instruction purposes, in addition to the ordinary commercial records, sets of electrically transcribed records prepared by the Dictaphone and Ediphone Corporations. These corporations recognize our College as an Official Dictaphone and Ediphone School and issue Proficiency Certificates to those who pass their examinations.

TYPEWRITERS

We use approximately 150 typewriters of all the makes in common use—Underwoods, Remingtons, Royals and L. C. Smiths—including twenty noiseless typewriters. We have always provided an abundance of typewriters, so that student will not suffer from lack of practice.



DICTATING MACHINE

FILING EQUIPMENT

The Modern Office has much correspondence and a great number of records to be filed away each day. Elaborate Filing Equipment and Filing Systems are installed to make this work possible. We use a course prepared by the Office Specialty Manufacturing Company, who issue certificates to those who pass examinations in Filing.

CALCULATING MACHINES

More and more modern machines for rapid calculation are coming into use. In fact, some business firms claim the supply is not equal to the demand, especially for male operators. Machine calculation is fascinating work and the remuneration is usually better than for most other kinds of office work. We have a battery of Burroughs Adding Machines, Calculating Machines and Comptometers.

Our Staff

Most of our teachers have been on our staff for many years. They are ripe in experience, but with a modern outlook and full of enthusiasm and the joy of teaching. They inspire the students to do their best work.

To this we could add the testimony of thousands of graduates who have admired them for their efficiency and loved them for their personal interest in each student. During the last year Miss Edith Garbutt, the daughter of the President, has joined the staff. She is a Bachelor of Commerce from the University of Alberta where she won a Scholarship and a Prize, and during the last year of her course there was Instructor under the Professor of Accountancy.



TAKING DICTATION

Positions

Many a time we have been asked if we guaranteed positions, and our answer has always been an emphatic "No". We know we have good courses, efficient teachers, splendid accommodation and superior equipment, but we have no control over positions in other firms' offices. No school can guarantee you a position. To obtain permanent employment today you must have a good academic education, a thorough business training and a good personality.

Our College operates an Employment Bureau which enjoys the goodwill of a large number of the business executives in and around Calgary, but we tell you frankly business executives select our graduates, not because we want them to get positions, but because they are well trained.

Our Employment Bureau costs us quite a sum of money every year. The manager of this department is constantly in touch with the business executives of the city and is personally responsible to the College for proper placements of our graduates. This service, while purely a service of COURTESY, is rendered ABSOLUTELY FREE to both employee and employer. From August 1, 1936, to August 1, 1937, this department filled 104 positions. When one considers that—besides these placements—many of our graduates find employment through their own initiative or through the interest of friends in the Business World—it must be conceded that this is a very high placement rate as compared with any other specific training.

Students with sound training, a good personality and a grasp of general business principles need not fear lack of employment after graduation. This statement is made from our placement experience over a number of years. Our experience also convinces us that we could place in good positions more young men.



